

vorisés ont de moindres chances de transition que ceux venant de milieux aisés. Il démontre que les jeunes adultes handicapés qui ont accédé à l'enseignement tertiaire tendent à se sentir inclus dans la communauté ainsi qu'à estimer que l'accès à l'enseignement tertiaire les place à égalité de chances avec les autres et renforce leur confiance en eux et, ce faisant, leurs possibilités d'inclusion.

Ce rapport montre également que l'inactivité persistante à l'issue du lycée a un effet désaffiliateur marqué. Elle restreint les possibilités de participation, prive les individus de toute indépendance sociale et économique et les interroge dans leur bien-être.

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**Lessons in educational equality. Successful approaches to intractable problems around the world, J. Heymann, A. Cassola, editors. Oxford University Press, New York. 384 pp.**

All children and youth, regardless of the situations into which they were born, deserve the opportunity to improve their life chances by acquiring the knowledge and skills that will help them thrive in the future. As the world lags far behind the Millennium Development and Education for All goals, swift, targeted, and effective action is needed to improve both access and quality in education.

Bringing together evidence-based recommendations and in-depth case studies of successful programs from around the world, this edited volume details effective educational equity initiatives and assesses how these models could be improved, expanded, and adapted to diverse contexts. *Lessons in educational equality* is uniquely comprehensive in its scope and its focus on how best to increase educational equality from early childhood to the tertiary level, and in contexts that span the geographic and political spectrum.

This volume offers concrete solutions to barriers based on gender, income, disability, race, ethnicity, and language. Chapters on gender address equity for female students in tertiary science and engineering programs, primary and secondary education for socially excluded girls, and equitable early childhood education for boys and girls. Socioeconomic equity is examined in chapters on promoting equal opportunities in secondary school across social class, quality primary education for the poor, and early childhood strategies for closing the achievement gap. Chapters on disability detail strategies for making inclusive education a part of the millennium development goals and for increasing access and achievement in tertiary education. Approaches to racial, ethnic, and linguistic equity are presented in chapters on bridging the gap in higher education, improving primary and secondary school quality and outcomes, and providing well-designed early childhood education.

Features:

- focuses on the evidence of what works to promote educational equity;
- addresses equity based on gender, disability, race, and income, from preschool to tertiary education, and in contexts that span the geographic and political spectrum;
- uses global case studies to illuminate the vivid details of successful programs;
- for academics in education and public policy, as well as teachers, parents, principals, and policymakers concerned with improving education.

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